

Buena Vista Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Buena Vista Elementary School
Street	37005 Hillcrest Dr.
City, State, Zip	Palmdale, CA 93552-5347
Phone Number	661-285-4158
Principal	Chris O'Neill
E-mail Address	COneill@palmdalesd.org
CDS Code	19648576108609

District Contact Information	
District Name	Palmdale Elementary School District
Phone Number	661-947-7191
Web Site	www.palmdalesd.org
Superintendent	Pauline Winbush, Interim
E-mail Address	DJNardi@palmdalesd.org

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Palmdale School District Mission Statement

The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

Buena Vista supports the Palmdale School district mission to provide each child with a rigorous and relevant academic education, a safe learning environment. and the knowledge, skills and attitudes necessary for success in the 21st century. Buena Vista's Staff believes that all students can learn. Students are held to high academic standards through the implementation of a standards based curriculum that is differentiated to ensure equitable access. Additionally, Buena Vista students are taught to be responsible and respectful citizens with the necessary skills to succeed beyond the walls of the classroom. Through a partnership with the community, parents, and staff, Buena Vista students will be knowledgeable and successful citizens.

Buena Vista is an AVID school and encourages all students to look forward to attending college.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are always welcome at Buena Vista and encouraged to volunteer at the school and be an active part of their child's education.

The School Site Council is an elected committee of parents, teachers, other staff members, and the principal. The purpose of this committee is to review and assess the effectiveness of the Buena Vista Single Plan for Student Achievement, including the allocation of resources. SSC meetings are held on the first Monday of each month. All parents and community members are encouraged to attend.

The English Learner Advisory Committee meets monthly eight times a year. Their role is to advise the School Site Council, staff, and administration on programs and services for support for English learning students. All parents and community members are welcome to attend ELAC meetings.

The Parent Teacher Association is very involved in school activities. The PTA engages in many fundraising and extra curricular activities for students and their families as well as coordinating a volunteer program at the school. PTA periodically holds Family Nights that support the home to school connection. Regular meetings are held each month.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	48	50	53	41	44	42	54	56	55
Mathematics	55	53	57	47	49	43	49	50	50
Science	44	40	46	50	54	48	57	60	59
History-Social Science				36	42	38	48	49	49

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	42	43	48	38
All Student at the School	53	57	51	
Male	50	58	58	
Female	55	56	46	
Black or African American	48	46	47	
American Indian or Alaska Native				
Asian				
Filipino	73	73		
Hispanic or Latino	51	58	50	
Native Hawaiian/Pacific Islander				
White	82	82		
Two or More Races				
Socioeconomically Disadvantaged	48	54	51	
English Learners	25	40	22	
Students with Disabilities	60	53	65	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.8	21.9	14.6

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	4	4	3
Similar Schools	9	7	8

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	4	5	14
Black or African American			41
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	9	6	7
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	1	8	10
English Learners	19	0	-9
Students with Disabilities			-6

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	463	791	14,833	744	4,655,989	790
Black or African American	85	752	2,305	695	296,463	708
American Indian or Alaska Native	2		89	727	30,394	743
Asian	3		115	850	406,527	906
Filipino	15	877	218	854	121,054	867
Hispanic or Latino	334	789	10,548	746	2,438,951	744
Native Hawaiian/Pacific Islander	0		23	773	25,351	774
White	19	896	1,121	795	1,200,127	853
Two or More Races	4		248	722	125,025	824
Socioeconomically Disadvantaged	393	779	12,561	731	2,774,640	743
English Learners	187	749	5,679	714	1,482,316	721
Students with Disabilities	95	745	1,946	590	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	No
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	25
Percent of Schools Currently in Program Improvement	---	92.6

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	92
Grade 1	91
Grade 2	85
Grade 3	89
Grade 4	107
Grade 5	104
Grade 6	120
Grade 7	1
Grade 8	1
Total Enrollment	690

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	19.4	White	5.2
American Indian or Alaska Native	0.4	Two or More Races	1.4
Asian	0.4	Socioeconomically Disadvantaged	82.3
Filipino	2.2	English Learners	43.8
Hispanic or Latino	70.7	Students with Disabilities	14.3
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.3	1	3	0	25.7	0	3	0	18	2	3	
1	31.7	0	2	1	18	2	3	0	23	1	3	
2	26.8	1	2	1	20.8	1	3	0	11	5	3	
3	30.5	0	2	0	26.8	1	1	2	13	4	3	
4	29	0	4	0	26.5	1	3	0	15	4	3	
5	25.3	1	3	0	29.5	0	4	0	17	3	3	
6	27.8	1	4	0	23	2	3	0	15	4	4	
Other												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Buena Vista Safety Plan is updated annually and can be reviewed in the school's office.

The Buena Vista staff members work together to provide a safe and secure environment for students to learn. The Site Safety Team meets periodically to disseminate information, review procedures, and discuss safety issues. All entrances to the school with the exception of the front office remain locked during school hours. Supervisory staff are clearly identified and all visitors must check in with the office and obtain a visitor's pass.

Buena Vista has a full-time Health Aide who assists students who have become ill or hurt while at school. Due to the large Special Education population at Buena Vista, there is full time RN on campus.

The entire Buena Vista School staff participates in disaster training that prepares them to handle emergency care in the event of earthquakes and other disasters. The School has an organized disaster plan and necessary supplies. The Site Safety Plan was reviewed and updated in October. At the staff development on October 16 the plan was shared and discussed with the entire staff. We conduct monthly fire/emergency drills, weekly site inspections and periodic Safety Team meetings. We took part in the statewide "Great Shakeout" On October 17, 2013. Our Safety Plan includes the roles of all staff members during an emergency, including Search and Rescue, First Aid, Student-Parent reunion, facilities inspections, and communications.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	3.64	7.77	4.23	14.14	17.14	15.98
Expulsions	0	0.00	0	0.69	0.43	.08

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Buena Vista's new campus opened on January 2, 2001. The school consists of 30 regular classrooms, a library, computer lab, teacher lounge, teacher workroom, media center, intersession room, cafeteria, music room, a full gym with stage, and a large office area. A medical facility for severely handicapped students is also housed on the campus with 7 classrooms for those with the most intense needs. The campus site is located on 20 acres of land at the intersection of Avenue S and 52nd Street East.

Our custodial staff performs cleaning operations in each classroom and other school facilities on a daily basis. Hallways and restrooms are monitored throughout the day. Teachers and support staff assist these efforts by requiring students to take responsibility for the cleanliness of their campus. Noon duty aides fill out a site inspection sheet on a weekly basis.

The phone system allows staff to contact other rooms on campus as well as providing access to outside phone lines. When staff members are unavailable to take calls, parents can leave messages with our office staff.

The district policy is to make necessary repairs as quickly as possible to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: Dec 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	32	33	32	812
Without Full Credential	0	0	2	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.4	0.6
High-Poverty Schools in District	99.4	0.6
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	.33	---
Psychologist	.8	---
Social Worker		---
Nurse	.8	---
Speech/Language/Hearing Specialist	1.8	---
Resource Specialist		---
Other		---

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2012-June

All students are provided with appropriate state adopted textbooks in each curriculum area.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010 4-8 Core Replacement: Cambium Learning Group - Language! 2010	Yes	0
Mathematics	K-6: Scott Foresman-Addison Wesley enVision Math California 2009 7: Prentice Hall Pre-Algebra California Edition 2009 8: Prentice Hall Algebra California Edition 2009	Yes	0
Science	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	Yes	0
History-Social Science	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	Yes	0
Foreign Language	7-8: Pearson Learning 2011	Yes	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$294.18	\$205.67	\$88.52	\$56,523.56
District	---	---	\$85.08	\$65,654
Percent Difference: School Site and District	---	---	4.0	-13.9
State	---	---	\$5,537	\$70,193
Percent Difference: School Site and State	---	---	-98.4	-19.5

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

- Title I - for at-risk students in the areas of reading and math
- SLBG- for improving all curricular areas for all students and providing campus supervision
- EIA/LEP and ELAP- English Language Development for students identified as English Language Learners.
- GATE - Gifted and Talented Education for identified students.
- Resource: Instructional program for students who have been identified as learning disabled.
- Adaptive PE: Modified Physical Education Program based on individual physical needs of qualifying students.
- Speech: Instructional program for speech and language development based on individual needs of qualifying students.
- SDC: Special Day Class. Special Education Services are delivered in a self contained classroom for the majority of the school day. Individual students are mainstreamed to regular education programs as appropriate and specified in an Individual Education Plan (IEP).
- Migrant ED: Supplemental educational services for students whose families qualify as migrant.
- Extended Learning Opportunities: Before/After school programs may be available to students for either remediation, enrichment, or English Language Development.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,094	\$41,451
Mid-Range Teacher Salary	\$63,873	\$67,655
Highest Teacher Salary	\$76,393	\$85,989
Average Principal Salary (Elementary)	\$107,083	\$108,589
Average Principal Salary (Middle)	\$108,445	\$111,643
Average Principal Salary (High)	\$0	\$110,257
Superintendent Salary	\$218,093	\$182,548
Percent of Budget for Teacher Salaries	36.6%	41.8%
Percent of Budget for Administrative Salaries	5.1%	5.5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Teachers meet frequently within and across grade levels in lesson study and grade level Professional Learning Communities to plan, discuss, and reflect on strategies, lesson plans, best practices and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Professional development is also offered during the summer months on content specific and professional areas such as SIOP, Teacher Leaders, AVID, English Language Arts, mathematics workshops, unpacking standards, and intervention programs. Administration training focuses on the development of professional learning communities and leadership skills.

Conference and convention attendance, in-service meetings, and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.